MAY 1953 — VOLUME V — No. 5

Educational Studies and Documents

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Printed in the Workshops of the
United Nations Educational, Scientific and Cultural Organization
19, Avenue Kléber, Paris - 16e

SECTION A

MATERIALS ON THE THEORY AND PRACTICE OF EDUCATION

201. Official Reports on Education

What basic knowledge of national systems of education should the educationist have at his disposal and what are his best sources of information? For the purposes of comparative study it might be maintained that an adequate minimum account of education in a particular country should cover: first, legislation and general policy; secondly administration, a description of the different branches of the Ministry or Department of Education, their interrelationships and the pattern of responsibility and authority; and thirdly the organization of the school system, the types of school, the courses open to pupils, curricula, examinations, teacher training, special problems. A complete account would also include adult education, the status of teachers, child welfare services (health, vocational guidance, etc.), but no effective study can be achieved without information on the first three points, legislation, administration and organization.

Nor is a verbal description of a school system sufficient in itself. A comparative educationist must have reliable recent statistics, which will give meaning to stated policies and without which a verbal description may well be an ineffectual blueprint. Furthermore these statistics should be available at frequent and regular intervals, not only to provide up-to-date information but to enable a study of significant trends. For if comparative education is to be something more than an armchair study it will have to be able, by indicating areas of regression and of progress, to guide national educators and also international bodies like Unesco in their endeavour to raise educational standards throughout the world.

The type of statistics needed by the comparative educationist will depend on the nature of his study, whether he is undertaking research into a particular aspect of educational organization, or seeking to understand and compare national systems. For the latter purpose he will need certain essential statistics which can be fairly accurately defined. They can be enumerated briefly as: enrolment statistics by level of schooling (pre-primary, primary, general secondary, vocational and higher) and type of institution; sex divisions at all levels, number of schools and/or classrooms; teachers by level, sex and preferably qualification; and educational finance by level and type of expenditure. In addition, two-dimensional age/grade tables with sex division are desirable.

Where is this descriptive and statistical information to be obtained? It would seem that no educational system could be effectively administered unless the Ministry or Department of Education had these data readily available, and yet it is difficult and sometimes impossible for the general public to find published sources giving all these facts and figures.

One excellent source is the official reports - namely, reports prepared annually, or at regular intervals, by the Ministry or Department of Education for presentation to parliament. In some countries, but by no means all, these reports are published and made available to the general reader. It is with a selection of these published official reports that this essay is concerned.

Before examining these publications in turn, it can be said at the outset that their utility to the comparative educationist is lessened by the diversity of their presentation. Some describe events of the year under review, leaving the reader to find in other sources a description of the basic educational structure; others are largely a handbook on the educational system with illustrations taken from recent years; and there are several intermediary stages between these extremes. The quality and quantity of the statistics provided also vary greatly. Some idea of these differences can be gained from the study of representative samples (13 countries) taken from all parts of the world.* The presentation follows a geographical order.

While the Netherlands are characterized by an extremely decentralized administration of education, the Minister of Education is charged with presenting an annual report of a comprehensive nature. Het onderwijs in Nederland for 1947 and 1948 were issued simultaneously at the end of 1950[1]; two more reports, for 1950 and 1951 are now due, and thereafter the time lag due to the war will have been made good. A standard pattern was adopted with the 1947 report, which falls into two parts, general and particular. The general section resumes each level and type of education in turn: higher, secondary, agricultural, technical, primary (including teacher training), nursery. Summary figures are given for the country as a whole, covering the number of institutions and students. The descriptive text refers briefly to trends, but is concerned mainly with laws, regulations and circulars issued during the year, showing how administration and organization have been affected. The analysis also tends to show the extent of education provided by various administering authorities - the State, municipalities, the Catholic and Protestant Churches, other private bodies. More attention is given to qualitative aspects in the second part of the report, which follows the same chapter division as the first part. Under higher education there is a summary account of developments and progress for each institution in the country; the primary

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* Full bibliographical information is given at the end of the essay. The numbers in the text refer to this list.

education chapter is devoted to reports by chief provincial inspectors, who describe in turn the work and results of their schools, relations with parents, teachers, buildings, finance and inspection. Taken as a "report to the nation", Het onderwijs in Nederland is a remarkably clear document; the complexity of Dutch society makes it necessary, however, to give a great deal of detail - the analysis of schools by administering authority, the inspection reports by provinces - with the result that it is not easy to secure a national view of the subject. This more summary object is achieved by another annual report, De ontwikkeling van het onderwijs in Nederland(2), issued by the Central Bureau for Statistics. The 1951 report traces the growth of Dutch education up to the year 1950. In a very short compass it gives a historical survey together with an analysis of present conditions. The essential element here is quantitative, but the data on schools, teachers, pupils and budget are skilfully presented in summary tables, diagrams and graphs, so that the reader does in fact see the "growth" of education in its entirety. An English translation of the text is added to the report in a separate folder.

Since World War II the Belgian Ministry of Public Instruction has resumed its practice of preparing triennial reports for submission to Parliament and the first post-war survey includes all levels of education in one volume. This Rapport triennal(3), published in 1948 and covering the years 1945, 1946 and 1947, also aims at providing the public with a general picture of education in Belgium, showing the multiple functions of the various branches of the administration and illustrating its activities with appropriate statistics. The Belgian publication is thus more of a compendium than a simple progress report. The first chapter deals with the organization and activities of the secretariat of the Ministry and with various services such as vocational guidance, the national youth service, school cinema, adult education, public libraries, etc. Succeeding sections are devoted to pre-school, primary, secondary and vocational education, teacher training, higher education and the department of fine arts and letters. Within these sections the report covers aims and policies, organization, and relevant laws and regulations passed during the three years under review. There is information on curricula and methodological questions, including the introduction of new techniques and the teaching of particular subjects. A major problem in Belgian education arises from the linguistic division of the population, and the application of the language law is reported in detail on the section on primary education. Another interesting feature is the space devoted to pre-primary schools. It is natural that this first post-war report should be concerned with taking stock of school buildings and equipment; indeed the whole work is essentially a record of the reorganization of Belgian education after the liberation. Unlike the Netherlands report, statistical tables are given with the text. Summary surveys for the whole country are supplemented by charts and analytical tables illustrating particular aspects. Thus the section on primary education has tables showing school enrolments by sex and type of school, and teachers by rank and type of school for 1942, 1943, 1945 and 1947. These general summaries are accompanied by charts illustrating various aspects of the growth of the school system, and there are several tables analysing the language situation in the various regions of the country.

In the United Kingdom there are separate administrations for education in England and Wales, in Scotland, and in Northern Ireland. Education in 1951(4), the annual report dealing with England and Wales, follows a standard pattern being divided into two parts - a description of the year's work in education, and statistics. After an introduction by the Minister summarizing the principal developments, the descriptive section of the report, which includes charts and illustrations, deals in turn with primary and secondary education, further education, teachers - training and supply, salaries and superannuation, buildings and supply, special services, university awards, information and external relations, museums and legal matters. There is also a chapter on certain regional aspects of education in Wales and Monmouthshire. One of the appendices lists the regulations, orders and rules made during the year and these are sometimes commented on in the text. Wherever such information is useful action taken during the period under review is shown as a development of past policy, although the report is not concerned with giving an historical survey. It should be noted, however, that the report for the year 1950(5) was combined with a concise and useful history of education in England and Wales from 1900 to 1950, and the statistical section included some historical tables. Part II of Education in 1951 begins with general tables showing the number of grant-aided schools or departments and other schools recognized as efficient in January 1951, analysed by type and the number of pupils and teachers, the number of pupils on the registers in each age group in grant-aided and other schools recognized as efficient in January 1951, and the total population in the corresponding age groups. There are then detailed analytical tables covering primary and secondary schools, further education, teachers in service, teacher training, superannuation, building, health services, scholarships, etc., and finally a summary of net expenditure (Ministry of Education services) of local Education Authorities by type of area. In view of the highly decentralized nature of education in England and Wales the report succeeds remarkably in presenting in summary form the main generalizations about educational conditions in the country. Some idea of this masterly brevity can be gained from the fact that annual developments in a school system with over 6 million pupils and students is described adequately in 77 pages of text and 120 pages of statistics.

Annual reports on education from British colonies and territories represent the most extensive piece of comparative educational reporting yet achieved. In 1947 the Secretary of State for the Colonies issued a standard form which is now followed by over forty departments of education in reporting to their respective administrations. Educational conditions vary widely in these territories, so that the elements selected for description must be fundamental; and if a report is to be of more than local interest, it must be self-contained rather than a simple listing of the year's events and figures for reading beside preceding annual reports. The Tanganyika Annual Report of the Education Department, 1950 (6) may serve as an example, taken at random, of the standard form.

Because of the plural society, separate sections are devoted to African, European, Indian and other non-native education. Each section has the three standard parts: historical (a survey of main events); general summary of the system (a broad survey of policy, the structure and administration of the school system); review of the year (taking in turn legislation and administration, finance, primary, secondary, technical, teacher education, physical conditions in schools, social and moral welfare, adult education). Appended statistical tables refer only to the year under review; there are seven standard tables, covering institutions, teachers, pupils and finance. The report for 1950 (or that for 1949 or 1951) thus gives a complete description of the state of education in the Territory; all essential aspects are covered, and the reader does not have to refer back to previous reports or to supplementary sources. Only two problems may be mentioned: the growth of education (and the rate of change in a colony is perhaps greater than in a metropolitan country) appears only in the descriptive first part devoted to historical events: no time-series statistical tables support the text. Second, the experiment of the standard-form report has been running for only four or five years. In the course of time, the amount of description required may expand the size of the report unduly; the same pattern applied to Britain or France might be unworkable. Hence there is a case for seeking still more condensed ways of presenting data - in tables or diagrams - such as have been evolved in the Netherlands by Dr. Idenburg.

By contrast, the Anuario do ensino issued by the Mozambique Department of Public Instruction(7) is an official summing up of all legislative and administrative action during the year reviewed. The report quotes laws, regulations and circulars bearing on education in the colony; these are grouped under headings: general, secondary, technical, primary, native education. The document thus provides a complete guide to changes introduced administratively during the year, and does not attempt to describe the educational system as a whole. Accordingly, no statistical data are given.

Annual reports from the Union of South Africa show some of the complexities of a country where the control of education is sharply divided between central and provincial authorities. Each of the four provinces (the Cape, Natal, Orange Free State and Transvaal) administers primary and secondary education and teacher training establishments. The Directors of Education make annual reports to their Provincial Councils. The four provincial reports are not drawn up on a standard pattern, but have a common aim of giving a detailed survey of the year under review. To take one example, the Orange Free State Report for the Year ending 31 December 1949(8) is a bilingual document of some 200 pages. The first part, the Director's report proper, is largely statistical. A summary table of enrolments is followed by analyses of the number and types of schools, with enrolments; the teachers in service; school buildings; bursaries and transportation; secondary and teacher education; finances; examination results. In each section data are shown for five previous years, in order to bring out trends. The second part, by the Chief Inspector, deals with curricular aspects, and sums up the findings of a year of classroom inspection. Shorter reports are then added by medical and dental officers, the faculty of education in the University and the Chief Inspector of Native Education. The whole report is extremely detailed and no place is found for general descriptive matter, on legislation, administration or school organization, such as might give the outsider an overview of education in the Province. The Union Government controls a specified sector of the educational field, and the activities of the central authority are given in the Annual Report of the Department of Education, Arts and Science(9). The Report deals with State-aided institutions (universities and technical colleges), vocational schools maintained by the Union Government, and cultural and educational bodies serving the country as a whole. Where statistics are appropriate, tables are given in a time-series, as in provincial reports. South African administration makes separate and special financial provision for native (African) education, and therefore a further official document is issued, the Annual Report of the Union Advisory Board on Native Education(10). This is essentially a summary report, giving a brief account of the Board's work, and drawing together data on native schooling from the four provinces. Statistical tables report the number of institutions, teachers and pupils for the country as a whole, with distribution of pupils by grade and detailed analysis of expenditure. The descriptive text deals only with selected topics, such as teacher supply and salaries. There is,consequently, no single source of a periodical nature for South African education; each of these six reports has to be consulted; there is the obvious disadvantage that general features of the educational system are not brought out.

The Administration Report of the Director of Education, Ceylon (11), combines an annual review of developments in education with a certain amount of information on various aspects of the school organization. Thus the report for 1948 describes fully the general structure of the central, senior, junior and practical schools, and explains the differences between them. The report for 1949 gives further information on types of schools, which are also classified according to the measure of Government support and according to the medium of instruction. The sections on primary and post-primary education outline the curricula and language policy, a separate chapter being devoted to special subjects such as art and music. The organization of teacher training is described concisely and for most purposes adequately. It would seem that the Ceylon report if read from year to year would provide a fairly complete picture of the organization of education in the country. The annual survey includes special, higher and adult education, health work, school broadcasting and other services, in addition to developments in administration and primary and post-primary schools. Statistical tables appended to the 1949 report cover school enrolments and teaching staff by type of school and by sex, classification of pupils by race and religion, and of teachers by qualification. There is also a comparative table showing the number of schools, pupils, teachers and average attendance for the years 1948 and 1949.

An annual survey of education in New Zealand is contained in a series of reports presented to Parliament and published as separate brochures. The first of the series is the Report of the Minister of Education(12), the second is entitled Primary and Post-primary Education(13) and contains the reports of the Chief Inspectors of primary and post-primary schools, a third is Education of Maori Children(14). These documents follow the same pattern: a review of the most notable developments in matters under the jurisdiction of the officer responsible for the report, followed by statistical tables. Another report, Higher Education(15), is limited to statistics. Expressly presented as a continuation of the corresponding reports of the previous year, these annual surveys are not intended to provide a complete description of educational administration or organization in New Zealand, nor do they give the text of laws and regulations. The Minister's report for 1951 deals with the most notable developments in educational policy and administration. The tables include total roll numbers for 1950 and 1951 by type of school and age and, for 1951 only, numbers of full-time pupils by type of school, age, classification and sex. These summary surveys are supplemented by numerous analytical tables covering attendance, number of full-time teachers employed in State schools, size of classes, kindergartens, vocational guidance centres, etc. An appendix to the Minister's report gives a statement of expenditure and revenues in respect of all services under his control or supervision. The report covering primary and post-primary education is naturally more specialized. In 1951 the Chief Inspector of Primary Schools deals chiefly with organizational problems, the range of children's ability, new methods of teaching, class organization, balance of curriculum, home and school movement, qualitative standards, records of pupils' progress, etc. and sums up reports on the Senior Inspectors of each of the Education Board districts. Developments in special education are reported. The Chief Inspector of Post-Primary schools deals particularly with the recruitment and training of post-primary teachers and apprentice training. The Senior Inspector of Maori Schools reports on Maori education at all levels. No statistical tables are repeated, the more general being published in the Minister's report, and the more detailed in the report with which they are associated. This means for example that a table showing the age and classification of all pupils at Maori village schools is published by the Minister, and two separate tables showing the age and classification of Maori and European children attending Maori village schools appear in the document on Maori education. A table published by the Minister gives the size of classes in public primary schools of Grade IV B and over, but one must consult a table published in the primary education report to understand the system of determining a school's grade. Apart from this necessity of turning from one brochure to another, the New Zealand educational statistics are well presented and sufficiently abundant to satisfy the most exacting statistician.

As education in the United States of America is the responsibility of the State governments, there is no overall report prepared for the Federal Congress. The nearest equivalent to such a publication is the Biennial Survey of Education in the United States, prepared by the Office of Education of the Federal Security Agency and published in a series of pamphlets corresponding to the chapters of the survey(16). The first pamphlet, a Statistical Summary of Education, presents basic data on the number of school administrative units; the number of schools of specified types, by State; enrolment in full-time day schools, by level of instruction and control, school retention rates, the number of graduates and of instructional personnel, educational income by source, and expenditure by major functions and other related subjects. In scope the summary ranges from kindergarten to university, including in most categories both publicly controlled and privately controlled institutions. No data are collected for an unknown number of private vocational and trade schools, private schools of art, music, dancing, private correspondence schools and similar institutions. Chapter 2 of the survey, Statistics of State School Systems, deals, for the most part, with the local public elementary and secondary full-time day schools, but some data are included for the State and county administration of these schools; for evening, summer, and part-time schools; for non-public schools as a whole, and for the Catholic parochial segment of the non-public schools. Statistics of City School Systems, the third pamphlet, reports on the separately organized city schools systems but does not include urban schools administered as part of a large unit (such as a county) or schools in incorporated places of less than 2,500 population. Statistics of Higher Education form the subject of Chapter 4 which, beginning with the 1949-1950 survey, is published in two sections: Section I on faculty, students and degrees; Section II on receipts, expenditure and property. The Office of Education is charged by Government to produce these four chapters and has been doing so annually from 1870 to 1916, biennially from 1918 to the present. It also produces at less regular intervals other chapters dealing for example with such topics as Statistics of Libraries in Institutions of Higher Education (Chapter 6). By including a considerable amount of historical data, the survey is an excellent source for the study of trends in American education. Although each pamphlet contains a useful and interesting description of the subject dealt with, the survey is essentially a statistical exercise, and the student needs to consult other sources for a full appreciation of United States educational organization and administration. Considering that there are 48 separate State systems - with, for example, 48 different laws on compulsory education - this is inevitable, and it would seem that the biennial statistical survey, giving as it does extremely full and reliable data, is the best solution that can be found for the problem of providing a succinct overall report in a federal system of administration.

In Mexico the Secretary of Public Education submits an annual report to the Mexican Congress. The Memoria for 1950-51(17) is essentially an administrative document, required for fiscal purposes; it is a compilation of individual reports by department heads, and records the total activity during the year of the component parts of the Ministry. The report of the Directorate of Administration gives a detailed budget statement; the Directorates of pre-school, primary, secondary, higher and teacher education in turn provide a résumé of important developments, the number of institutions and students, and refer where necessary to changes in regulations, administration, curricula and methods. Other important Directorates include Indian Affairs, literacy and out-of-school

education, and the services associated with school welfare, and each of these reports in a similar way. It is possible, then, to see the growth of Mexican education as a whole in this Memoria. However, since administration at the primary level is decentralized, the Federal Government playing the rôle of assisting State action, the report gives little information on this important aspect of education except through the qualitative assessments of the Federal school inspectors. A difficulty of another order is contained in the presentation of the report by sections - summary data covering all branches of education for the country as a whole are lacking, and can be assembled only partially from the component parts.

The Costa Rican Minister of Public Education reports annually to the President and Congress on the progress of education. The first part of the Memoria for 1950(18) is an interesting report, presenting statistics in a form equally useful to Parliament and to the general public. The Memoria gives no general account of the Costa Rican school system, the laws and administration. Brief introductory and concluding texts by the Minister describe changes that are taking place, general problems and experimental efforts to solve them. The bulk of the report is taken up with statistical matter - tables and diagrams each having an explanatory note to draw attention to progress achieved and to difficulties or shortcomings. In this way are analysed: school buildings; teachers (by qualification, in each province); administrative staff; primary school enrolment (growth, analysed by sex, promotion and wastage); relation of primary, secondary and higher education to the total population; finance. The Memoria gives the reader a very clear view of education in the country and succeeds, as perhaps few official documents do, in conveying a sense of the "movement" of education - growth, obstacles, possible lines of future development.

The Commissioner of Education in Puerto Rico is obliged by law to submit an Annual Report(19) to the Governor. A valuable feature of the report for 1950-51 is the general review with which it begins and which includes a description of the organization of the school system, a survey of progress achieved during the year and the current problems and solutions recommended. The report then describes the work of all educational and related services. The reader who is accustomed to separate chapters devoted to the different levels of education, teacher training, etc. will find that the traditional order is not followed in Puerto Rico. Thus the curricula for all types of schools are explained in the section on Curriculum, Supervisory and Related Services; teacher training, buildings and material are dealt with under Personnel and Administration, and the section on Public Schools Finance describes the fiscal situation with respect to all activities under the jurisdiction of the Commission. The Commissioner reports also on vocational education and rehabilitation, the veterans' education programme, community education, research and statistics, school lunchroom programme, records, administration and the teachers' pension system. In addition to figures quoted in the text, the third part of the report consists of 48 statistical tables with titles and explanations in both English and Spanish. These tables are divided into four sections according to the subject illustrated: finance, personnel, "child accounting" and miscellaneous (classification of schools, diplomas granted, transportation, libraries, buildings, etc.). The financial tables are very detailed, showing the amount, source and purpose of all expenditure. Enrolments are shown by level of school and sex for both public and private schools. The Puerto Rico report is a comprehensive document giving an excellent idea of basic structure, policies, progress achieved and general trends.

In Peru, the Minister of Education presents an annual report on the work of his Ministry. The Memoria for 1952 has been published(20). It is essentially a summary review of all aspects of education, dealing in turn with primary, secondary and higher, technical and teacher education, cultural extension, finance. Each chapter describes official policy and the general purposes of schooling at this level; refers to progress during the year and gives statistics on the number of institutions, teachers and pupils, and, where useful, figures for the three preceding years. The provision of textbooks and school supplies by the central authority forms part of this description and is resumed in the final section devoted to budget. Curricula and methods are mentioned only when changes have occurred during the year. Apart from statistical tables within the text, a number of appendixes are devoted to a very detailed setting out of the Ministry's accounts. While brief, the Memoria succeeds very well in presenting an overall picture of national education, both in terms of work done during 1952 and of prevailing trends. The use of summary statistical tables has not yet been exploited, but these can be reconstructed from the separate statistics in the text.

A concluding note may be added on two international reports which arise from the efforts of national authorities to provide data in a fairly homogeneous form. The International Bureau of Education, in conjunction with Unesco, issues an annual International Yearbook of Education(21) which gives the important events of the previous year. Entries are prepared to a fixed group of headings (laws, administration, the school system) and by the nature of the case the publication resembles those national reports (the majority) which describe only recent events, omitting any study of trends or of the total educational system. This latter aspect has been taken up in Unesco's World Handbook of Educational Organization and Statistics(22), which should appear every three years. This is an attempt to weld together text and statistics, and to give, in a small compass, the essential elements necessary to an understanding of the educational systems of the world.

LIST OF SOURCES

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2. _____. Centraal Bureau voor Statistiek. De ontwikkeling van het onderwijs in Nederland. Utrecht, Uitgeversmaatschappij W. De Haan N.V., 1951. 129 pp., tables. 8-90 florins. English summary.

3. Belgium. Ministère de l'Instruction publique. Rapport triennal, années 1945, 1946, 1947. Bruxelles, [1948]. 568 pp. illus., tables. No price given.

4. Great Britain. Ministry of Education. Education in 1951; Being the Report of the Ministry of Education and the Statistics of Public Education for England and Wales. London, H.M.S.O., 1952. 200 pp., illus. 6s.

5. _____. _____. Education 1900-1950. The Report of the Ministry of Education and the Statistics of Public Education for England and Wales for the year 1950. London, H.M.S.O., 1951. 250 pp., illus., tables. 7s. 6d.

6. Tanganyika. Education Department. Annual Report, 1950. Dar Es Salaam, The Government Printer, 1952. 102 pp., tables. Shs. 4/50.

7. Mozambique. Repartição Central de Instrução Pública. Anuário de ensino, ano de 1951, Lourenço Marques, Imprensa Nacional de Moçambique, 1952. 53 pp., tables. No price given.

8. Orange Free State. Education Department. Report for the Year Ending 31st December, 1949. Bloemfontein, The Department, [1950]. 197 pp., tables. No price given. English and Afrikaans.

9. Union of South Africa. Department of Education, Arts and Science. Annual Report for the Calendar Year 1948. Pretoria, Government Printer, [1950]. 66 pp., tables. 9s.

10. _____. _____. Advisory Board on Native Education. Annual Report for 1947. Pretoria, Government Printer, 1948. 18 pp., tables. 2s. 6d.

11. Ceylon. Director of Education. Administrative Report for 1949. Colombo, Government Publications Bureau, 1950. 35 pp., tables. 1.25 rupees.

12. New Zealand. Education Department. Report of the Minister of Education for the Year Ended 31 December 1951. (E-1). Wellington, Government Printer, 1952. 31 pp., tables. 9d.

13. _____. _____. Education: Primary and Post-primary Education: (E-2). Wellington, Government Printer, 1952. 38 pp. 1s.

14. _____. _____. Education of Maori Children. (E-3). Wellington, Government Printer, 1952. 15 pp. 6d.

15. _____. _____. Education: Higher Education. (E-7). Wellington, Government Printer, 1952. 9 pp. 6d.

16. United States Office of Education. Biennial Survey of Education in the United States... Washington, D.C., Govt. Print. Off., 1950-52. Chapter 1: Statistical Summary of Education, 1947-48, 50 pp. $0.20; Chapter 2: Statistics of State School Systems, 1947-48, 117 pp. $0.30; Chapter 3: Statistics of City School Systems, 1947-48. 85 pp. $0.25; Chapter 4: Statistics of Higher Education, 1949-50, 2 vols. $0.25 and $0.20; Chapter 6: Statistics of Libraries in Institutions of Higher Education, 1946-47, 49 pp. $0.20; Chapter 7: Statistics of Non-public Secondary Schools, 1947-48, 11 pp., $0.10.

17. Mexico. Secretaría de Educación Pública. Memoria, 1950-51. Mexico, 1951. 586 pp., illus., tables. No price given.

18. Costa Rica. Ministerio de Educación Pública. Memoria, 1950. San José, 1950. 49 pp., tables. No price given.

19. Puerto Rico. Department of Education. Annual Report of the Commissioner of Education, 1950-51. San Juan, 1952. 227 pp., illus., tables. No price given.

20. Peru. Ministerio de Educación Pública. Memoria. Lima, 1952. 66 pp., tables. No price given.

21. International Yearbook of Education, 1951. (Publication No. 137). Paris, Unesco; Geneva, International Bureau of Education, 1951. 304 pp. 8 Swiss francs. Published also in French.

22. Unesco. World Handbook of Educational Organization and Statistics. Paris, 1952. 469 pp. $9.00; 51s.6d; 2,500 francs. 2nd edition - to be published separately in English and French - in preparation.

GENERAL WORKS

202. Cousinet, Roger. L'étude sociale. (L'école nouvelle française, 11). Paris, Presses d'Ile-de-France, 1952. 39 pp. 100 francs.

This brochure, the eleventh of a series, is devoted to the teaching of social studies, which started in France in 1882 with the introduction of civics in the primary school curricula. The author, working on lines familiar also in Anglo-Saxon countries, endeavours to extend considerably the field of the old "civics", and makes social studies part of the general study of the environment. This little brochure also contains an interesting international bibliography as well as useful comparisons between French and English, American and German methods.

203. La documentation dans l'éducation nouvelle. (L'école nouvelle française, 12). Paris, Les Presses d'Ile-de-France, 1952. 40 pp. 100 francs.

Eight studies written by several authors, including Professor R. Cousinet, who are concerned with the new experimental education in France. The basic theme of the essays is that the learning process should begin from the study of the object or the "document" - a term which is given a fairly wide connotation, and that these should not be used merely to verify the results of what has been taught dogmatically. The child should learn how to use "documents", and one essay recommends that only after the pupil has become familiar with this technique should he be given books. The brochure includes essays dealing with the documentation method in natural science and social studies, and ends with a summing up of the main points.

204. Schneider, Friedrich. Das neunte Schuljahr. Stuttgart, Verlag Reinhold A. Muller, 1952. 62 pp. No price given.

In many countries free and compulsory elementary education covers an eight-year period, but there is a growing tendency to provide a further year of schooling (attendance not compulsory) in which the pupils not going on to higher studies may receive some general education in citizenship, social studies and general background of vocational training, preparing them for their life as young citizens. This booklet describes psychological, educational and social problems involved and teaching methods and syllabuses appropriate for this experiment. Special reference is made to conditions in Germany and there is a very short summary of similar experiments in other countries - Austria, Denmark, Belgium, France, England, United States of America.

205. Ware, Caroline F. Estudio de la comunidad; cómo averiguar recursos, cómo organizar esfuerzos. 2. ed. Washington, D.C., Unión Panamericana, 1952. 162 pp. $0.50.

An analysis of the various factors making up a community is followed by a description of methods and techniques to be used in its study. The author shows how to draw up a detailed questionnaire related to the human and natural resources of a community and to the various services provided, and gives advice on setting up a programme of community development, based "functionally on a group of citizens capable of taking an active part in the life of the community and being responsible for its development".

206. The Year Book of Education, 1952. Joint Editors: J.A. Lauwerys & N. Hans. London, The University of London Institute of Education by Evans Brothers, 1952. 612 pp. 63s.

The latest issue of this standard reference work is devoted to post-war reconstruction of education. The editor's introductory essay analyses the forces at work in attempts to reform education, and then studies the direction taken by recent reforms. Several aspects of education are isolated in turn - administration, arrangement of the school system, the curriculum, teachers. The editors point out that reforms since the war have tended to be thorough reconstructions rather than patchwork operations; and that in a wide range of national.situations the dilemma between social and individual aims still confronts educators. Similar thoughtful studies go to complete the first part of the Year Book: two on the United Kingdom by the Rt. Hon. R.A. Butler and Professor Cole; two on the United States of America by Dean Melby and Dr. Scott Buchanan; and an account of Unesco by Dr. Beeby.

The national and regional chapters cover a large part of the globe, including several of the republics of the USSR. Each author is a national authority (whether in an official position or not) who writes on his theme with freedom. Apart from the valuable background data contained in individual chapters, the Year Book is the most substantial work on comparative education at present issued. The reader acquires a sense of the common purposes and problems which transcend boundaries, and of the cultural and political issues which represent the basic variables in the educational system.

(AFRICA) FRENCH EQUATORIAL AFRICA

207. "Le français, langue d'enseignement". L'éducation africaine, nouvelle série No. 17, 40e année, 1952. 97 pp. Dakar, Direction générale de l'enseignement (C.P. Education africaine, 125-68). Annual subscription: 250 francs.

A study centre for "Basic French" has recently been set up in France and has given rise to discussions and articles in the press. The present issue of Education africaine will also certainly arouse many comments; nevertheless it has the merit of being the first practical approach to the problem.

The articles published in this issue may be divided into two categories: first, general studies of an historical or philosophical nature; second, articles concerned with language simplification, leading to a proposed limited vocabulary in the form of two lists of words. The first, containing 741 words, is designed for the preparatory course; the other, for the intermediate course, contains 1,488 words. Word selection was made by considering general usefulness and the functions of words from the educational standpoint. As such, the word lists are intended to help the teacher in Africa, and not to replace any more far-reaching study of the French language. It is also remarked, by Mr. Terrisse, that these lists, further adapted, may serve the needs of fundamental education.

(AFRICA) GOLD COAST

208. Gold Coast. Ministry of Local Government. The New Local Government. Urban, Local and District Councils explained. Accra, The Ministry, [1953]. 23 pp. No price given.

In changing from the old system of Native Authorities and instituting a system of Local Government, the Gold Coast was faced with the task of explaining urban, local and district councils to help people vote independently. This pamphlet consists of cartoon drawings with captions in simple English and represents an effective means of political education both for individuals and for study groups.

(AFRICA) MADAGASCAR

209. L'Ecole publique de Madagascar, 2e année, Nos. 9-12, sept.-déc. 1952. Tananarive, Direction de l'Enseignement, Bureau des Ecoles. Monthly. Annual subscription in Madagascar: 360 francs. French Union: 370 francs. Other countries: 460 francs. Single issues in Madagascar: 30 francs. French Union: 31 francs. Other countries: 38 francs.

These numbers follow the important No. 8 issue of the Bulletin, which described the reorganization of education in Madagascar. No. 9 is devoted to exercises in reading, vocabulary, and spelling. Nos. 10 to 12 (in one volume) give the text of a circular, dated 13 April 1950, concerning the writing of figures and units of measurement. Outline lessons are given for teaching the history of Madagascar.

(AMERICA) BRAZIL

210. Brazil. Ministério da Agricultura. Missões rurais de educação; a experiência de Itaperuna. Uma tentativa de organizaçao da comunidade. (Série estudos brasileiros, No. 3). Rio de Janeiro, Servico de Informação Agrícola, 1952. 200 pp., plates, map. No price given.

This is a report on a pilot project conducted during 1950 and 1951 by the Brazilian Government in Itaperuna (State of Rio de Janeiro), to determine the general direction to be followed in the fields of education and social work so as to improve the economic and social conditions of living in rural Brazil. The experiment was a preliminary step to the setting up of a Rural Social Service on a national scale. The rural education mission in Itaperuna was made up of: two agronomists, one veterinary surgeon, one doctor, one nurse, one specialist in home economics and cottage industries, one social worker, and a radio operator and a driver. The work was divided into four distinct units: (a) agricultural, (b) medical and health, (c) home economics and (d) social service. The first part describes how the work was planned, and includes a social and economic survey of the community. The second part reports the activities of the mission, unit by unit, and those of the team as a whole. The third part is an analysis of the work accomplished by the mission. Suggestions are made for the future setting up of permanent rural education missions, stating their basis, objectives, techniques, area of activities, detailed structure and giving a

general outline for action. Finally, some of the conclusions drawn from the Itaperuna experience are considered from the point of view of the objectives of the future Rural Social Service.

211. Lourenço Filho, M.B. Education in Brazil. Translated by John Knox. Rio de Janeiro, Ministry of Foreign Relations, 1951. 39 pp. Free. Published also in French and Spanish.

One of Brazil's most eminent educators gives a popular survey of the country's educational system. With a system so decentralized as the Brazilian, this grouping of facts for each sector of education is most useful: general education (primary and secondary), specialized education, complementary (or continuation) education, corrective and military training. Estimates of future needs are based on the statistics for 1950 and an analysis of trends between 1946 and 1950. There is a select bibliography on the history and organization of education.

(AMERICA) PERU

212. Peru. Ministerio de Educación Pública. Plan de estudios y programas para la educación secundaria. Lima, Imprenta del Politécnico Nacional "José Pardo", 1951. 236 pp. 5.00 soles.

The new study plans and programmes for secondary education in Peru were approved by the Decrees No. 1 and 2, dated 10 and 19 January 1951, and the Resolution of 20 January 1951.

These plans and programmes are explained in this brochure. A syllabus and suggestions to teachers are given for each subject taught and for each of the five secondary school years.

(AMERICA) UNITED STATES OF AMERICA

213. Keesecker, Ward W. Know Your School Law. (U.S. Office of Education. Bulletin 1952, No. 1). Washington, D.C., Govt. Print. Office, 1952. 26 pp. $0.15.

This publication is designed to encourage and assist those who seek to improve their school systems through the improvement of the law. The study falls into two main parts: the first discusses briefly the relationship of educational laws to the quality and efficiency of education; the second consists of a selected and annotated bibliography of source material related to the legal aspects of the principal phases of education.

214. National Society for the Study of Education. General Education. (Fifty-first Yearbook, Part I). Chicago, University of Chicago Press, 1952. 377 pp. $2.75.

General education is defined as "...the preparation of youth to deal with the personal and social problems with which all men in a democratic society are confronted," and as "...that which prepares the young for the common life of their time and their kind ... the unifying element of a culture". Proceeding from these two definitions, the various problems are presented in sixteen monographs. An analysis is first given. Then follow three monographs on the philosophical, psychological and social foundations of general education, and four monographs discussing the humanities, social science and the natural sciences in general education, and general education for students. The remaining studies are devoted to such subjects as problems of instruction, organization and administration, preparation of college teachers, faculty participation in the development and improvement of general education, and the design and operation of programmes of general education.

(ASIA) INDIA

215. Hindustani Talimi Sangh. Revised Syllabus for the Training of Teachers. Sevagram, Hindustani Talimi Sangh, 1952. 80 pp. 1 rupee.

This syllabus begins with a description of New Education, its principles and objectives, and contains many quotations from Gandhi on the subject. The stages of New Education are given as: first, adult education to prepare the parents of the future children; second, pre-basic education for the child under seven who will start school as soon as he can walk there; third, the eight-year programme of basic education for boys and girls between seven and fifteen; fourth, post-basic education of the adolescent from fifteen to eighteen; and fifth, the university stage. A general outline of the course is given, and the rest - by far the larger part of the booklet - is devoted to description of the courses of study. Chapter headings include Social Training, Basic Principles, Self-Sufficiency Programmes, Basic Crafts, Citizenship and Social Studies, and Cultural and Recreational Programmes. It is made clear that this syllabus is merely a basis for work and experiment, and is not to be considered as a final pronouncement on the subject.

216. India. Bureau of Education. Teachers' Handbook of Social Education. Delhi, Ministry of Education, 1952. 137 pp. No price given.

This handbook, prepared by the Central Ministry for the guidance of workers and administrators of social education, is divided into three parts. Part I begins with a short history of adult education in India, roughly divided into five periods since its inception in 1918. Following this, the purpose of social education, methods and materials useful for social education are described, and practical suggestions given. Part II outlines the content of social education, illustrating it with the syllabus developed in Bombay, and discusses the use of tests and examinations with adult students and suggests various sources of supply of social education teachers, and ways of training them. Part III discusses the different agencies and the ways they should be used to further the purpose of social education; the need for inter-departmental education is stressed. The appendices include a chapter on outstanding examples from other countries, a statement by Spencer Hatch on rural centres, an annotated list of organizations engaged in social education in the various States of India, and a list of subjects which might be treated in social education literature.

217. Indian Journal of Adult Education. Vol. VIII, No. 4, December 1952. Delhi, Indian Adult Education Association. Annual subscription: 5 rupees. Single issues: 1 rupee 4 annas.

This special issue on the production of follow-up literature for newly literates was compiled to coincide with the third national seminar organized by the Association. The issue contains an article by L.C. Richard on the production of continuation literature in India, and two reprints of articles from Fundamental Education, a Quarterly Bulletin on literature production at Jamia Millia Islamia by Shafiqur-Rahman Kidwai (Vol. III, No. 1, Jan. 1951) and on Indonesian literacy primers by J.C. Notebaart (Vol. III, No. 2, April 1951). The issue also contains a report by Ella W. Griffin on the preparation of sample textbooks for the Haiti Pilot Project, a short article on the rôle of trained social workers in the social education movement by Meher C. Nanarathy, and book reviews.

218. Madras. Department of Public Instruction. General Introduction to the New Syllabuses under the Scheme of Reorganisation of Secondary Education. Madras, Central Art Press, 1949. 11 pp. 2 annas.

This brief treatise describes the principles of the new educational scheme and describes the aims of the syllabuses. It encourages the break from over-emphasis on textbook learning: education should be child-centred rather than subject-centred. It goes further, and maintains that the real centre of educational planning should be the child-in-society, not the child-as-individual. All teachers should be conscious of the new aims and of their own particular responsibility in the scheme rather than think of their own subject as an end in itself. The scheme requires a complete change in attitude towards examinations, both on the part of the teacher and of the pupil; fear of failure in examinations should never be used as an incentive to work, and, in deciding promotions, ordinary class work should count more than examination results.

Guides which accompany this general introduction, all emanating from the Central Art Press, include: Guide Book on Home Craft Forms I to III, 1950, 126 pp., 14 annas; Guide Book on Weaving Forms I to III, 1950, 36 pp., 14 annas; Guide Book to the Teaching of Science in Schools Forms I to III, 1950, 31 pp., 5 annas; Guide Book on the Teaching of Domestic or Home Science in Forms IV to VI, 1950, 44 pp., 1 rupee; Guide to Teaching the Social Studies in Middle Schools, 1951, 26 pp., 5 annas; Guide Book to the Teaching of English in Schools Forms I to III, 1951, 33 pp., 4 annas; Guide Book on the Teaching of Mathematics in Schools Forms I to III, 1951, 32 pp., 6 annas.

219. Morgan, Arthur E. Higher Education in Relation to Rural India. Sevagram, Hindustani Talimi Sangh, 1950. 97 pp. 1 rupee 8 annas.

This booklet begins with a discussion of the ordinary university system and what the author considers to be its failings; he quotes from various authorities and shows the impoverishment of the rural areas which he considers to be a result of university education under the present scheme. He then describes the system of rural basic education, and makes suggestions for possible curricula. He concludes that the village in India is the most important factor for future prosperity. Through proper education the Indian village can be restored to its position as a reservoir of human energy, intelligence and aspiration. This booklet follows another written by the same author entitled The Rural University, which was published by the same organization and sold for 8 annas.

220. National Seminar on the Organization of Community Centres, 2nd , Indore, October 1951. Report. Delhi, Indian Adult Education Association, 1952. 97 pp. 2 rupees 8 annas.

Since 1950 the Indian Adult Education Association has organized, on a national basis, annual seminars on selected adult education topics. The 1951 seminar reviewed the problem of community centres: how they

should be organized and administered, what the programme of activities might be. The seminar was of the opinion that these centres are a potent agency of social and adult education, and that adult educators should therefore make every effort to promote their creation. The present report includes the proceedings, recommendations of the seminar, and summaries of papers read.

(ASIA) PHILIPPINES

221. Philippines. Bureau of Public Schools. The Community School of the Philippines. Manila, 1952. 75 pp. No price given.

The first community schools were started in the Philippines in 1948, and a national movement rapidly developed. The underlying principle is that there should be a close relationship between the school and the community in which it functions. The school not only relates its classroom curriculum to the needs and resources of the community, but also conducts adult education activities and initiates projects which result in general community improvement. This brochure gives a nation-wide survey; it describes the philosophy and principles underlying the community school, and the methods and techniques which are applied in different parts of the country. A great deal of detailed practical information is given on how the schools work and on the results achieved.

222. Seminar on Fundamental and Adult Education, Manila, 6-12 December 1951. Seminar on Fundamental and Adult Education. Manila, Bureau of Printing, 1952. 226 pp. No price given.

On the occasion of the Golden Jubilee of the Philippines educational system, the Bureau of Public Schools organized the first national seminar on fundamental and adult education. The seminar was presided over by Senator G.T. Pecson and attended by a large number of education officers and representatives of educational organizations. This report records the proceedings of the seminar. Of special interest are the group reports on different aspects of fundamental education: economic and vocational, literacy, health, cultural and recreational, character and civic education, and machinery and organization of fundamental and adult education. Most of the discussions were based on existing conditions in the Philippines, and the resulting recommendations are therefore immediately applicable.

(AUSTRALASIA) NEW ZEALAND

223. New Zealand. Department of Education. School Publications Branch. Post-Primary School Bulletin. Vol. I. Wellington, Government Printer, 1947 to date. No price given.

Designed to provide supplementary reading and study material, the Post-Primary School Bulletin is in the form of pamphlets, each of about 30 pages and devoted to one topic. The pamphlets are grouped in series. Thus the first six volumes of the Bulletin include series entitled "A Short History of New Zealand Life", "Geographical Regions of New Zealand", "Social Studies", "Towards World Unity", "Writing in New Zealand", "Commerce", etc. An interesting series, intended for middle and senior classes (15-18 age group) is entitled "Discussion", and includes such topics as "How to read" (Vol.II, No.12), "Fact and opinion in newspapers" (Vol.II, No. 14), "Our choice of films" (Vol. VI, No. 9). Occasionally there is a special number of the Bulletin, for example "Kingship", issued as a commentary on the accession of Queen Elizabeth II; and "Through French eyes", a collection of extracts taken from the narratives and journals of French navigators who visited New Zealand waters towards the end of the XVIIIth century and the beginning of the XIXth.

All numbers of the Bulletin combine authoritative treatment of the subject with a clear and straightforward exposition, and in some issues - the "Discussion" series for example - there is a pleasantly informal approach.

In a country which still depends to a large extent on imported reading matter, the publications of the Education Department have the merit of being specially written for New Zealand pupils and wherever possible relating the subject to the pupils' environment, even when not dealing with specifically New Zealand topics. The Bulletin is attractively printed and often copiously illustrated with photographs, drawings, charts, etc.

(EUROPE) BELGIUM

224. Belgium. Direction de l'enseignement moyen. Instructions provisoires concernant la réforme de l'enseignement moyen. Histoire. [Bruxelles], 1952. 74 pp. No price given.

Contains the new history programmes for the six grades of secondary schools, including the history of Belgium and world history. In the first 20 pages (interpretation of the programme and guidance on method)

an explanation is given of the reasons for this new programme, its guiding principles and the type of teaching which should result from its application. "Without neglecting political and diplomatic aspects of history, the teacher should stress particularly the chapters devoted to the general history of civilization; he will specially emphasize economic and social evolution." (p.11) The directives also bring out the aims of history teaching as related to citizenship education - to "form citizens" and "to contribute widely to the development of an atmosphere of international understanding and cooperation and of the social consciousness of youth".

(EUROPE) FRANCE

225. Dainville, F. de. "Effectifs scolaires". Etudes. 86e année, tome 276, pp. 20-37, janvier-mars 1953. Paris, l'Administrateur des Etudes (15, rue Monsieur). Monthly. Annual subscription in France: 1,350 francs. Other countries: 1,800 francs; $6.00. Single issue: 150 francs.

Based on figures taken from the official Recueil de Statistiques scolaires et professionnelles, (Paris, S.E.V.P.E.N., rue du Four, 500 francs) this study considers certain aspects of French education: the increasing number of pupils in the nursery and complementary schools (schools providing full-time post-primary education for pupils who have not reached the school-leaving age), the quantitative growth of secondary education in general and technical education in particular. The author is of opinion that the training of technicians and the education of rural youth should be intensified. He draws the attention of Roman Catholic educators to the dangers of classical education and criticizes a form of education which fails to take into account the social and technical evolution of France.

(EUROPE) GERMANY

226. Germany. Deutsche Unesco-Kommission. Deutschland braucht Büchereien. Eine Denkschrift der deutschen Unesco-Kommission. Köln, Greven Verlag, 1952. 77 pp., tables. No price given.

This publication, prepared by the public libraries committee of the German National Commission for Unesco, gives a survey of the present state of municipal and church libraries in Germany. In the first part, the development and history of German libraries are described; the second part considers the task to be undertaken. Suggestions how to develop public libraries are given, e.g. through co-ordinated activities of folk high schools, youth organizations and parent-teachers organizations; the importance of public libraries in a modern society and their place in a general culture are stressed with particular reference to Article 26 (the right to education) in the Universal Declaration of Human Rights.

(EUROPE) GREAT BRITAIN

227. Great Britain. Ministry of Education. Teaching History. (Pamphlet No. 23). London, H.M.S.O., 1952. 89 pp. 3s. 6d.

In the present controversy whether Classics, History or Science is the most suitable vehicle for conveying human values, this stimulating pamphlet states the case for History. After a short survey of history teaching in English schools throughout the 19th century, the booklet describes the underlying motives of history teaching today. There is a moral motive: "the view that it is good for boys and girls that they should hear and read about great men and women of the past, and so learn to discriminate between disinterested and selfish purposes, and that they should be introduced to their heritage and to the way things have come about and so understand their own environment, in which they will have to live and to act". Then there is the scientific motive: history can be interpreted as a process of evolution, mankind being ever on the march towards a greater destiny by means of scientific progress. The third motive is that of tracing history backwards or selecting specific topics (sometimes called the patch system), cultivating the art of entering into an entirely different atmosphere by way of imaginative experience. The pupil who has absorbed the atmosphere of another period of civilization will be richer when facing modern problems. Which of these three motives are we to choose? The moral, the scientific or the artistic? This is a matter of temperament, age and character in pupil and teacher alike. A combination of the three would be the ideal solution. The booklet gives a survey of methods and topics, illustrating how these different approaches can best be used at the primary, secondary and adult level, bearing in mind the different psychological and educational problems of those age-groups.

228. Kellaway, F.W. Part-time Teaching. London, Bell, 1952. 124 pp. 7s. 6d.

Describes the development of adult education in Great Britain, showing where opportunities exist for prospective and practising part-time teachers. The author stresses the need for careful choice of work and type of class to suit the individual teacher. There are chapters dealing with teaching techniques, hints for teachers, and various specific problems. The appendices include an outline of typical syllabuses and a list of professional organizations where teachers can obtain more information.

229. National Institute of Adult Education. A Select Bibliography of Adult Education in Great Britain including works published to the end of the year 1950. Ed. by Thomas Kelly. London, 1952. 83 pp. 12s. 6d.

_____. Handlist of Studies in Adult Education 1951. Compiled by C.D. Legge and R.D. Waller, London, 1952. 31 pp. 2s.

This Bibliography is the first comprehensive work of the kind to be prepared in Britain. Some 800 titles are listed under four main headings: general works (such as bibliographies and directories); history (works published before 1918, useful as sources); recent developments (subdivided on an organizational and institutional basis); and theory (concerned with principles and methods). Within sections, titles are listed chronologically. The more important items are briefly annotated.

While Mr. Kelly's Bibliography provides the basic reference tool, the National Institute plans to add annual surveys of the literature on adult education.

The First Handlist is exhaustive rather than selective. For the year 1951 it gives over 200 references, many of which are articles and unpublished theses or studies. The Handlist follows the classification established for the select bibliography. The two together form indispensable reference tools for anyone working on adult education.

(EUROPE) SWITZERLAND

230. Jaccard, Louis, ed. Etudes pédagogiques, 1952; Annuaire de l'instruction publique en Suisse. Lausanne, Payot, 1952. 144 pp. 6.50 Swiss francs.

Contains studies on: "personalist" education, sex education, problems of adolescence and how to judge them, the teaching of history, experimental education, and the teaching of spelling, as well as information of an administrative, social and legal character concerning the education of youth. A great part of the work is devoted to describing the development of popular universities in Switzerland and other countries. The second part gives the proceedings of the Conference held by Directors of Education in French-speaking Switzerland. There is an analytical bibliography of works on education and psychology.

(MIDDLE EAST) EGYPT

231. Hussein, Ahmed. Rural Social Welfare Centres in Egypt. Cairo, Ministry of Social Affairs, 1951. 27 pp., illus. No price given.

A booklet outlining the principles which led to the development of rural welfare centres in Egypt in 1941, following the establishment of the Ministry of Social Affairs. It describes how the centres are set up with the active participation of the local population, and the work done by their staff to improve living conditions in general. With the participation of other ministries, facilities are provided in the fields of health, agriculture, education and social welfare. In 1951 there were 136 such centres, each serving about 10,000 inhabitants. The centre in Menoufia District, which is one of the largest and where co-ordination of the work of the various ministries is most advanced, is now being used to accommodate the Arab States Fundamental Education Centre.

SECTION B

TEXTBOOKS AND AUDIO-VISUAL AIDS

TEXTBOOKS

232. Cahier laïque d'éducation artistique: série fêtes d'enfants, Nos. 1-3. Paris, Union française des oeuvres laïques d'éducation artistique. (3 rue Récamier). n.d. 3 vols. 70 francs each.

Each of these "cahiers" is an attractive booklet of about 50 pages containing a play for primary school pupils. The stories of the plays are based on folk-tales collected and commented by Mr. Paul Delarue, an expert, and adapted for class use. The text is accompanied by folk-songs and music. These "cahiers" have both an aesthetic and pedagogical value. They also give guidance to the non-specialist teacher in the matter of organizing the play and securing the interest of the children.

233. Richards, I.A., Ilsley, M.H. and Gibson, C. Un premier cahier d'exercices en français rédigé d'après "French Self-Taught with Pictures". Toronto, Thomas Nelson & Sons, n.d. 94 pp. No price given.

This book of exercises is intended to give additional practice to persons who have begun the study of French by means of the pictorial manuals prepared by Professor Richards and his associates. The method has been much used in Canada for the language instruction of migrants, and for this purpose a good deal of material has been specially prepared by Language Research Inc., who are also responsible for this supplementary aid.

AUDIO-VISUAL AIDS

234. Filmo (Stockholm). Förteckning över ljudfilmer. Stockholm, 1949. 101 pp. No price given.

An annotated catalogue of films for educational purposes, both 16 and 35 mm. The catalogue is divided by subjects and gives English translations of most of the titles listed. It has an alphabetical index but does not give the years in which the films were made, which would have been useful in a catalogue of this kind.

235. Jet Series Health Filmstrips. Allahabad, India Village Service. 10 filmstrips, 35 mm., b & w. Obtainable from: The North India Tract and Book Society, (18 Clive Road, Allahabad). Scripts in English. $1.00 each.

The sets of Jet Flash Cards (see Education Abstracts, January 1950, No. 11) have been photographed to make an effective series of filmstrips showing the cause, prevention and treatment of common diseases, and also sanitation problems. The Jet-Man, a humorous outline in simple line-drawing, is the central figure in all filmstrips. Treatment is simple and straightforward. Suitable for backward audiences of children and adults. Titles are: Malaria; Itch; Tuberculosis; Flies; Hookworm; Roundworm; Cholera; Compost making; Trench and other latrines; Leprosy; Sore Eyes.

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Fundamental and Adult Education Bulletin *(Quarterly)*

A technical journal intended mainly for specialists in fundamental and adult education. though the documents and information contained in it are within the scope of all those interested in educational problems. It contains articles describing important activities in fundamental and adult education, and statements about programmes and general lines of policy.

Annual subscription:	$1.00	5/-	250 fr.
Each number:	$ .30	1/6	75 fr.

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In publishing the *World Handbook of Educational Organization and Statistics*, Unesco provides for students of education and administration a reference book which gives them a general guide and up-to-date statistics on education systems in countries other than their own. The volume contains separate sections for some 56 independent States throughout the world. The core of each national entry is a set of statistics:

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